

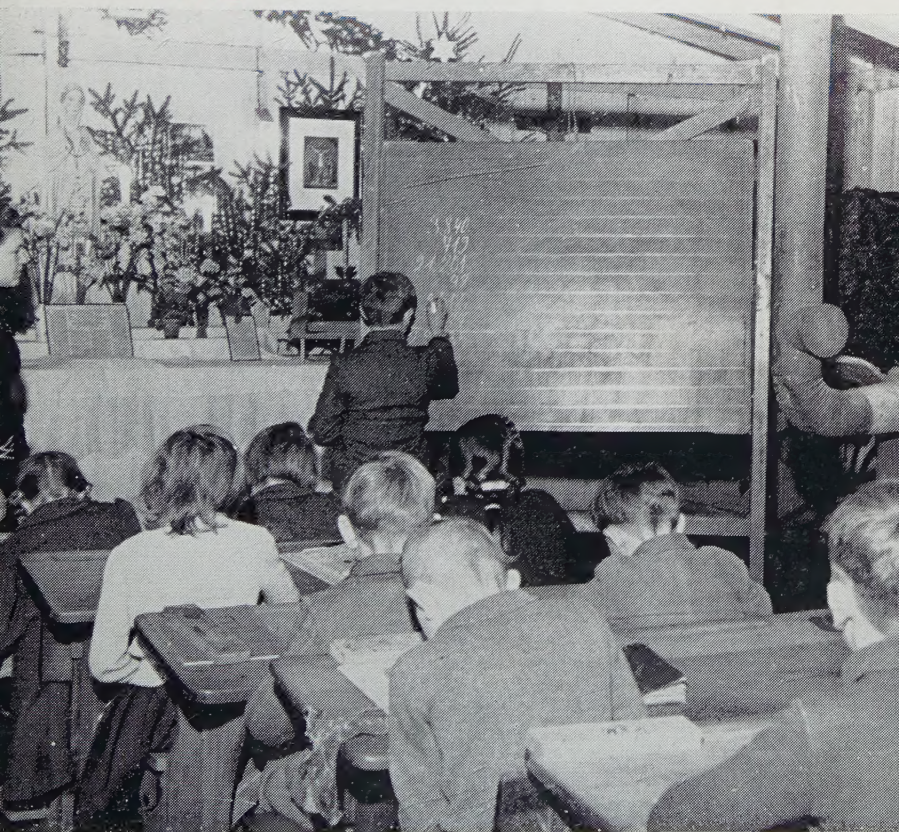
The Church School Teacher

Volume XXI

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MAGAZINE FOR CHURCH SCHOOL WORKERS

THE CHURCH SCHOOL TEACHER

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COVER:

A Schoolroom in Germany.

N.L.C. News Photo

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From Your Director

By LAEL H. WESTBERG

In This Issue

This issue includes helps for the second quarter of the *Christian Growth Series*. It has been many months since we presented these quarterly helps. But because you have requested us to resume them they will appear again, every third issue.

Revised Standard Version

Next fall Protestant churches will note the publication of the new *Revised Standard Version of the Bible*. In keeping with the occasion Lutheran churches will use as Parish Education Month emphasis the theme, "*The Living Word in a Living Language*." Now is the time to organize your Parish Education Month Committee.

The Book of Life

We have been having inquiries about the eight-volume family

library, *The Book of Life*, being sold by the sales representatives of John Rudin Company, publishers, of Chicago. After a thorough examination of the set we are happy to pass on to you the following:

The Book of Life is a home library, stocked not only with the books of the Bible, beautifully and clearly arranged and illustrated, but also supplemented with excellent helps in understanding and using the Bible, so that all members of the family grow in the knowledge and faith of our Lord Jesus Christ.

While the set uses as its biblical text the King James version, its type style and paragraphing make for surprisingly easy reading. If used with the *Revised Standard Version of the Bible*, mentioned above, it undoubtedly will continue to be as fresh and stimulating as it is today. We are happy to recommend it.

PACIFIC LUTHERAN
THEOLOGICAL SEMINARY
LIBRARY

Helps for Teachers of Beginners

Christian Growth Series, Beginners I, Second Quarter

By RUTH SWANSON

Staff, Board of Parish Education, Augustana Lutheran Church

THE church school teacher must do more than half of his work *before* class if he is to be effective in his teaching.

There will be prayer for God's guidance, and a Bible study using the Biblical basis of the lesson as part of each day's personal devotion. The aims for the lesson will be set up because they will give the direction that activities take to reach a certain goal. Much careful thought will go into the making of a general plan which will help the teacher move forward smoothly and unhesitatingly through the class session to accomplish the aim which has been set up. Materials which can be used advantageously to carry out the general plan of the lesson will be prepared. The Teacher's Guide will have been found very useful throughout all this preparation.

It seems to be common for teachers of Beginners to ignore the Teacher's Guide, and depend totally on the pupils' leaflet for the class session. For this reason this

article refers to suggestions found in the Teacher's Guide. We will begin by turning to pages five and six. Under the title, *What to Know and Do First*, you will find an excellent outline to follow in your preparation for teaching any quarter's work.

Necessary Adjustments for Easter

As you become acquainted with the materials of the quarter as a whole you will notice that an adjustment must be made if you wish to use the Palm Sunday story on that day, since this year Palm Sunday falls in the third quarter of the church school year. Lesson 2 of the third quarter might well follow Lesson 6 of the second quarter because the two have similar aims. This plan would mean having the third quarter's material on hand much earlier than ordinarily.

However, you may wish to follow the lessons as outlined and then give the youngsters a story of the events of Palm Sunday and Easter as a complete picture *before*

Holy Week. That will prepare them to understand more fully the Easter message on the festive day. May we suggest the possibility of a children's worship service for the entire school on Easter Sunday during the regular church school hour?

Unit Planning

After you have acquainted yourself with the quarter's work as a whole, organize your teaching into units. In the table of contents of the Teacher's Guide we find three units listed:

UNIT A

God's Book

The Bible as such is introduced to the Beginner, and he finds out that it is from this Book that his leaflet stories and verses and rules for living come.

UNIT B

Jesus and His Friends

The Beginner will hear Bible stories illustrating Jesus' gift of friendship.

UNIT C

God's Children Go to Church

The Beginner becomes acquainted with the church, the pastor and the work God has given the church to do.

Concentrate on the unit aims. Make sure that all activities help to develop the aim of each lesson,

and they will, in turn, develop the unit aim as well as the desired outcomes of the curriculum.

Suggestions for Teaching

This Quarter

The Teacher's Guide is a very complete lesson plan in itself. We will, however, stress some significant items found in it.

Remember, there is usually too much material to cover in the time you have with your class. Make notes on the margins, as you study your guide, indicating the parts of the plan which you will use. Then, following your teaching take time to evaluate it, checking those parts which were especially valuable, and eliminating those which were of little value. This will help you to plan more efficiently the next time you will teach that lesson. File away your plan and your evaluation notes.

Each lesson plan for this quarter contains a section entitled, *We Talk Together and Worship*. This has many suggestions for helping the children plan their own worship period. We recommend that you try during the quarter to have the children plan their own worship period, making it a summarizing activity for the session. Let the worship period come after the lesson. If it is impossible for your

entire department to meet for worship following the lesson, perhaps each class could have a brief closing worship.

Informal

Worship for Beginners is of necessity informal, so it is advisable to keep an informal worship center instead of a permanent altar with expensive appointments.

The set of pictures entitled *Children at Worship Around the World* will be valuable to you in the pre-session activities as well as for the actual teaching and worship periods, during this quarter. Such a set can be secured from your publishing house or missionary headquarters.

Suggestions for Unit A

In defining an aim for Unit A we may well choose the one the Teacher's Guide gives as common to each lesson, namely: "To acquaint the children with the Bible as the Book which God has given to help them know how he wants His children to live."

The unit Bible verse, Luke 11: 28, can be made very real to the children because it can be explained in connection with each lesson and woven directly into their Christian living, one of the desired outcomes of the *Christian Growth Series*.

Incidentally, review occasionally the Desired Outcomes, found on page 4 of every Teacher's Guide. You can be assured of aim-centered teaching if everything you do helps develop those aims.

As a unit song use "The Bible," page 49 in *Songs for Children*, spending a few minutes during each pre-session teaching it.

A large picture of the Sermon on the Mount may be used as a worship center picture for each lesson. It will not be difficult to explain to the children that Jesus gave us many rules for living when he was talking to people who followed Him to the mountain.

Bible Display

In Lesson 1 we help the pupils realize that the inside of all Bibles is similar even though their outside appearance is not the same. Have a display of various kinds of Bibles for them to examine and compare during the pre-session, then if possible take them to the church to see the pulpit Bible.

Lessons 2 and 3 are really reviews for the pupils. Bible stories and verses will be recalled by using familiar pictures. Pictures from the front pages of the Pupil's Leaflets for the last quarter, cut out and mounted, can be used for both lessons. As the pupils recall and

tell the stories for Lesson 2, and the verses for Lesson 3 indicate the place in the Bible where each is found. This will help the children know that these stories and verses are from the Bible. See suggestions on pages 15 and 18 for various ways of carrying out this activity.

Encourage your pupils to tell at home the stories connected with the pictures in the leaflet for Lesson 2. Ask them also to remind their parents of the message to them. This gives the reason for the type of stories used in the Beginners Department.

Missions

Lesson 3 gives us an excellent opportunity to kindle a missionary spirit in the Beginners Department. The story found in the leaflet and the picture, *A Verse to Remember*, from the set, *Children at Worship Around the World*, will be helpful in bringing God's other children into their consciousness. This idea can be continued by using *A Song of Praise* and *Gifts for the World's Children* from the same set in your discussion in Lesson 4.

With the background from these discussions the Beginners will enthusiastically receive such suggestions as preparing a package of Bible pictures for mailing to a

mission field. To make such a project more real to them, display descriptive pictures of the field to which you will send your gift. If possible secure some pictures of our missionaries on the field and be able to tell the group some interesting things concerning them. The climax of the entire project would be a letter from that missionary acknowledging the receipt of the package.

Lesson 4 also gives us another opportunity of emphasizing Christian living and Christian adjustment in the Beginners Department. Tie up the story of Moses as given in the Pupil's Leaflet with the discussion of rules to help us in our church school or in our home.

Suggestions for Unit B

Unit B, with its underlying theme of friendship, is of real value in the guidance of Christian living and Christian adjustment as well as being a continuation of the missionary spirit kindled in the previous lessons. The missionary project referred to above can be continued through this unit also.

Jesus, Friend of Little Children carries the theme of the unit, and perhaps you will be able to teach both verses of the song during the study of this unit.

Making tray favors for someone who is ill or gifts for an absent member would be a means of making the idea of the helpfulness of friendship more real to the five-year-old. Various suggestions for such activities are found on pages 38 and 42 of the guide.

Suggestions for Unit C

The aims for Unit C, as stated on page 43 of the guide, can be accomplished more easily if the children attend divine worship. A visit to the sanctuary, with brief explanations by the pastor, as suggested on page 48, would be a fine introduction to this worship service attendance. Perhaps, if the parents were invited they also would glean much from this explanation. Enlist their help and encourage them to attend worship with their children. Good use can be made of the message to parents in the leaflet for Lesson 10.

Church and Home Relationships

Be sure to take advantage of the unusual opportunities for establishing fine home and church relationships that this quarter offers. The Messages for Parents in each

week's leaflet, "How Parents May Help," are valuable suggestions on how the parents and church school teachers can work together in accomplishing the unit aims. Note also suggestions 1, 2, and 3 on page 36 of the Guide.

Departmental Planning

In addition to the suggestions given on page 6, we advise departmental meetings. After each teacher has studied the material for a unit, a meeting at which all teachers may share their ideas and plans would be very profitable. Working together, teachers can easily plan procedures for the entire class session, even making samples of activities to be used during the teaching of the unit. Then, each teacher can approach her class prepared, and the result will be *teaching with a purpose*.

Our Own Growth

Strive for your own Christian growth. We must never lose sight of our responsibility as church school teachers. Pray continually for God's guidance in our work with the youngsters placed in our charge.

The church school is the congregation at study, the divine service the congregation at worship.

Helps for Primary Teachers

Christian Growth Series, Primary II, Second Quarter

By ERNESTINE SANDEN

Staff, Board of Parish Education, Augustana Lutheran Church

The Primary Teachers Study a Unit of Lessons Together

In this article we will attempt to give a pattern for the study of a unit of lessons for Primary teachers. The pattern unit will be

UNIT A.

JESUS TAUGHT US TO PRAY

Materials Needed for the Study:

1. Teacher's Guides and Pupil's Leaflets for each teacher.
2. Bibles with concordance.
3. A Bible Commentary.
4. Copies of Luther's Small Catechism.
5. Large sheets of paper, at least 12x18 inches.
6. Notebooks for lesson plans.
7. Supplementary material for individual or group study:

Studies in Prayer by Samuel Miller, now being published in the *Augustana Lutheran*.

Prayer by Hallesby.

There are many good studies on prayer of which the above-mentioned are excellent examples.

The Lord's Prayer Visualized. Filmstrips prepared by an inter-Lutheran committee. (New.)

The Lord's Prayer. A study for Juniors, ages 9-11, found in *Friends of Jesus*, a Vacation Church School course by J. Vincent Nordgren. This would give the teacher some very good help especially in teaching older Primary children.

8. Supplementary material for use with the children:

a. Books on prayer for reading.

We Give Thanks. A Betty and Bob book.

My First Book of Prayers. Compiled by Esther Cannom.

Children of the Heavenly Father. Compiled by Elinor Johnson.

Prayers for Children. A Little Golden Book.

Prayers for Children. C. R. Gibson and Co.

My Prayer Book. By Margaret Clemens.

Tell Me About Prayer. By Mary Alice Jones.

A Little Book of Singing Graces. Collected by Jeanette Perkins Brown.

The Lord's Prayer Pictured for Children. A Little Color Classic.

Prayers and Graces. Compiled by Dorothy Sheldon.

b. Visual aids.

Flannelgraph: *The Lord's Prayer*, a suede-graph.

Slides: 2x2 in. Kodachrome Full-color slides, *Jesus Teaches How to Pray* (3 slides).

Pictures for Worship Center: *Christ in Gethsemane* and other paintings of Jesus at prayer, cut and mounted on heavy cardboard from the large Bible Picture Charts. A smaller size of the same pictures can be found in the 10x12 inch Standard Bible Art Pictures, *The Life of Christ*.

Pictures for class activity use can be found in the left-over Beginner and Primary leaflets, in magazines, and can be made by the children.

Before the Departmental Study Session

Each teacher should:

1. Pray for God's guidance in the work of the session.
2. Read the lessons included in the unit using the Teacher's Guide,

a Bible, and the Pupil's Leaflets. Questions and comments which come to mind in this reading should be noted on the margin of the Teacher's Guide and brought up in the departmental study session.

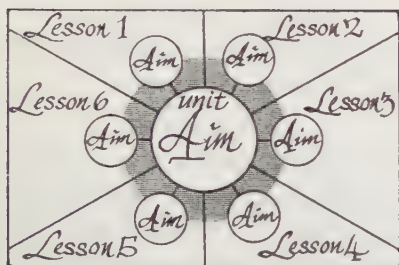
The departmental leader should:

1. Pray and read as suggested for each teacher.
2. Arrange for the materials both *needed* and *supplementary* as listed in this article.
3. Prepare for the leadership called for. See the outlined "Plan for the Unit Study Session" which follows.
4. Make arrangements for the time and place of meeting.

Plan for the Departmental Unit Study Session

1. *Begin with prayer.*
2. *Prepare an aim-centered chart for the unit.*

Distribute the large sheets of paper and pencils. Ask each teacher to draw a circle in the center of the sheet and divide the space around this inner circle into six sections, one for each of the lessons in this unit. In each of the six divisions draw a smaller circle near the center. Label each section with a lesson number and name. (See diagram.)



3. *Define the Unit Aim:* See page 5 in the Teacher's Guide. Discuss this aim, restate it in your own words, relate it to the "Desired Outcomes" of the *Christian Growth Series*, Teacher's Guide, page 4, and then write it into the center circle on the large sheet.

4. *Define the aim for each of the six lessons in Unit A.* See the Teacher's Guide, pages 5, 12, 16, 20, 24, and 27. Discuss each lesson aim and make certain that it actually is a statement of what you wish the children to learn in the lesson. Check this with the Biblical basis, Luther's Small Catechism, and all suggestions for each lesson in the Teacher's Guide. Restate each lesson aim in your own words, relate it to the Unit Aim in the center circle and then write it in the small circle in its lesson section on the chart.

One Aim-Centered Study

In one such aim-centered study

of this unit a restatement of the aims for Lesson 4, 5, and 6 took this form:

Lesson 4: We Learn the Lord's Prayer, Petitions 1, 2, 3.

1. To develop in the children the realization that God is holy and that He helps his children live holy lives.

2. To develop in the children the desire and ability to co-operate in the work of God's kingdom on earth through the church.

Lesson 5: We Learn the Lord's Prayer, Petitions 4, 5.

The restatement eliminated the second aim as found on page 24 in the Teacher's Guide.

Lesson 6: We Learn the Lord's Prayer, Petitions 6, 7 and Conclusion.

1. To develop in the children the realization that God answers prayer for guidance and protection.

2. To develop in the children a greater realization of the love and power of God.

Note Unity

When all the lesson aims have thus been defined and placed on the chart, note the unity in these lessons as they contribute to the accomplishing of the Unit Aim in the center circle.

5. *Restudy and enrich the Biblical basis of each lesson.* First use the Biblical Basis suggested in the Teacher's Guide. Then use a Bible Concordance to find additional references to prayer which contribute to the lesson aim. These can well be used with the older Primary children who like to find passages in the Bible. Luther's Small Catechism and the study, *The Lord's Prayer for Juniors*, by Nordgren, listed in the supplementary materials for teachers would both be of help in doing this.

The enriched Biblical Basis can also be written into each lesson section on the aim-centered chart for the unit.

The Order

6. *Make a complete plan for each session using the Lesson Aim as the measuring rod.* Be sure that everything planned for each Sunday contributes to the accomplishing of the lesson aim. Your simple but complete plan for each church school session will probably be divided as follows:

a. *Pre-session*, time before the opening hour.

b. *Class Session*, the actual teaching time.

c. *Worship.*

Each teacher should write the

plans made for each lesson into the lesson plan notebook suggested in "Materials Needed."

a. Pre-session

The Teacher's Guide gives valuable suggestions for each lesson. Generally speaking there are three main things which can be done during this time: (1) Give background material for the unit and lesson by the use of books and pictures. (2) Review previous lessons by checking assignments and working on activities begun. (3) Teach new songs and review old ones for the unit.

b. The Class Session

Use the Teacher's Guide suggestions and other ideas which are aim-centered to:

(1) Expose the children to the Bible lesson by telling, not reading, the story.

(2) Repeat the Bible lesson by letting the children retell it, and by using filmstrips, slides, flat pictures, or flannelgraphs. Vary these means of repetition so that no one of them becomes old stuff to the children.

(3) Discuss the meaning of the Bible lesson in the life of the children. Let the children tell their experiences and use stories of child life prepared for the purpose. See

the worship stories suggested in the Teacher's Guide. We recommend that these be used in this part of the class session.

(4) Apply the lesson in the form of planned activity either in the class session or as an assignment.

(5) State conviction in regard to the lesson learned by using the Bible verses given for memory work. It is doubtful that much drill will be needed on these verses if the Bible lesson is well understood by the children through repetition, discussion, and application. This will most certainly be true if the worship is planned, prepared, and carried out by the children.

c. Planning and Carrying out the Worship

Whenever and wherever possible guide the children to plan the worship even though you must have well in mind the form you wish it to take. Let them prepare to take part both individually and collectively. See worship suggestions for each lesson.

In departments where the group is too large to plan together, the preparation can be done by classes if the teachers have a common worship plan in mind. Perhaps one class can have special responsibil-

ity for Bible reading, etc., on certain Sundays. *Make arrangements for the worships in this unit at this planning session.*

Children in Charge

In schools where it is impossible for the Primary children to have their worship alone, the teacher should plan to close each class session with the Bible verses, prayers, and songs which summarize the lesson, even if it must all be whispered. Some schools have given the children in each department the opportunity to prepare and be in charge of the school worship for at least one unit of lessons in the year.

When all is planned and prepared from the lesson taught, the worship can actually be a worship from the heart of the child, because he understands what he reads, sings, and prays.

6. The Carry-over

a. Use this plan of departmental unit study for each of the units in all the quarters to come. It will do much to solve the problems we often feel are unsolvable, such as discipline, because the teachers will be prepared.

b. Keep all the charts, lesson outlines, and materials thus gath-

ered in a departmental file. Time flies! Three years from now this same unit will be taught to another

group of Primary children in your church. How nice to have these files to go to then!

A Teacher Prepares

By NELL SCHMIDT

Grace Lutheran Church, Ripon, Wisconsin

THE MOTTO of every Christian teacher should be: "Study to show thyself approved unto God; rightly handling the word of truth." In fulfilling this, much depends on the teacher's preparation. We shall endeavor to give you our ideal of teacher preparation.

Retrospect

As soon as possible after the close of the class, we must subject ourselves to a frank and severe criticism. This is between God and the teacher. Therefore only absolute honesty is permissible. Did my teaching today produce any definite results? What ground did I cover, was it satisfactory or unsatisfactory? Were all interested? Was attention good or bad? Which members had good or poor preparation? Did I have to discipline anyone? Was it the same child as last Sunday?

What teaching methods did I use? Did I remember to be kind,

yet firm? How did I consider the interests, needs, and capacities of my pupils? Did I make use of the information available for my age group, making plenty of allowance for individual differences? Did I find occasion for teaching stewardship, since God is our Creator and Christ our Redeemer? Did I bring my pupils closer to God?

In looking over the past lesson the weak points are noted for review the next Sunday. The points which need emphasis, and those which make the new lesson clearer are jotted down so they will not be forgotten.

Prospect

As advance preparation on Sunday or Monday the Teacher's Manual is carefully read through. This usually gives ample time to secure illustrations or other material which will make the new lesson clearer. Each day at least

Turn to page 32

Helps for Teachers of Juniors

Christian Growth Series, Junior II, Second Quarter

By HILVIE MOE OLSON

Board of Parish Education Staff, Augustana Lutheran Church

THE teaching of "The Activities of Jesus" in such a manner that individuals will grow in fellowship with God, in Christian faith, in Christian living, is a challenge to all teachers of Juniors. Our world today is sorely in need of the application of the teachings of Jesus to all human and international relations.

More Altruism

This is as surely the need in the so-called Christian nations as in the non-Christian nations. If the Christian nations were composed of individuals who would not hesitate to let Christ, through them, carry on His purposes of loving and serving all mankind, we might see more altruism and less selfishness in our world today.

Teachers of Juniors: Let us assume our full responsibility in teaching our growing boys and girls how they may co-operate with Jesus in accomplishing Jesus' purposes. Pray that God may guide us in our preparation for teaching this quarter's materials and there-

by guide the children in some important phases of their Christian growth. It may be of help to prepare for the second quarter in the following manner.

1. *Study the Relationship of the Material to the Rest of the Curriculum*

A. Study the relationship of the quarter, "The Activities of Jesus," to the rest of the *Christian Growth Series*.

1. Note the subject matter of the second quarter of each Junior series.

Junior I, *The Life of Jesus for Juniors*.

Junior II, *The Activities of Jesus*.

Junior III, *How Jesus' Work Goes On*.

2. Note that this particular quarter deals with the work of Jesus on earth, as recorded in the four Gospels.

3. Note the age level of your class group and consider what part of the curriculum the group has already studied. Nine-year-olds

have had no chronological study, but have had many lessons about Jesus in the Primary and Beginners Departments. Ten-year-olds have studied *The Life of Jesus for Juniors*. Eleven-year-olds have in addition studied *How Jesus' Work Goes On*.

Chronology

B. Study the Table of Contents of the book, "The Activities of Jesus." Note that there are no units, but that each lesson teaches, in chronological order leading up to His Great Commission, some activity of Jesus.

C. Study the relationship of each lesson and its aims to the rest of the unit.

1. Study the aims of the quarter as printed on page 5, Teacher's Guide. Aim to lead the Juniors into a sense of co-operation with Jesus in accomplishing His purposes. At the same time be sure that the idea of Jesus as an example does not replace the idea of Jesus as Saviour.

Aims

2. Study the aims of each lesson from the Teacher's Guide. Note how we aim in each lesson, to teach the facts about the activities of Jesus to guide the children in their Christian growth.

3. Study the Biblical basis for

the lessons in the quarter. Perhaps you will want to begin right away to re-read the four Gospels.

4. Study the Biblical basis for each lesson and note how the aim is derived from this. Make the aim really *your* aim. Be sure it will help nourish Christian growth.

II. Select Materials Needed to Accomplish Your Aims

A. Evaluate suggestions for unit activities from Teacher's Guide.

1. Consider the possibility of using these activities in *your* local situation, with *your* pupils, and under *your* leadership.

2. Choose the activities early and begin planning for them. Remember that Juniors are usually eager and co-operative, and learn more in actually doing things. Introduction to the activity in class and a few minutes spent in the pre-session is all the class time required. The picture book (page 9) could be either a class book made co-operatively, or books made by children individually. The suggested map (page 15) can easily be enlarged by penciling guide lines on both the small pattern and the larger blank paper. Committees (page 24) could assume responsibilities on these unit activities.

B. Select and prepare materials needed for teaching *The Activities of Jesus*.

1. Secure, or make, a wall map showing Palestine in Jesus' time.

2. Collect pictures showing activities of Jesus for use as teaching aids, as worship center pictures, and as a source for picture books. Start a picture file, if you have not already done so. Also collect pictures showing people of today helping with Jesus' work.

3. Collect or secure books which may be helpful to teacher and pupils, such as:

Alleman, Herbert C., *The New Testament, a Study*.

Halley: *Pocket Bible Handbook*.

Westminster Historical Atlas of the Bible.

Nordgren, J. Vincent, *A Bible History*.

Vos, Catherine F., *Child's Story Bible*.

Alexander, Reba Shue, *Methods for Workers with Juniors*. (35c)

C. Select and prepare material needed for each individual lesson, and for the unit activities

III. Use Teacher's Guide to Help in Planning Individual Lessons

A. Evaluate the suggestions given, considering the actual teach-

ing time, the age and ability of the children you teach, and your physical setting.

1. Choose methods and material to accomplish *your* aim for *your* group.

2. Teach to nourish Christian growth, not to follow the book, word for word.

3. Attempt to make every part of your church school hour aim-centered.

- a. Make use of the pre-session to lead into lesson, or check assignments.

- b. Teach to accomplish your aims in the main class session. Let blank filling be secondary to teaching.

- c. Give assignments from the lesson taught, considering each child's individual abilities and home environment. Give slower children some simple but interesting assignment, while you give the brightest ones challenging and more difficult work. Make the assignments worth while, and check to see that they are completed.

- d. Plan the worship service around the aim. Use memory work and Bible references from the day's lesson in a closing worship, or those from the preceding lesson if your worship service comes at the begin-

ning of the hour. Choose hymns that fit into the lesson.

4. Study the Memory Work Chart on page 4 of the Study Book.

a. Note the suggestion for learning the Beatitudes during the first six weeks, the Lord's Prayer during the next two weeks, and key verses for the last five lessons.

b. Note that extra memory work for the entire quarter is chiefly from the Catechism. Do not overlook this opportunity to make truths from our Catechism understood and applied by Juniors as well as to lay a good foundation for their later instruction in the confirmation class.

5. Study Teacher's Guide and Study Book as you prepare to teach memory work interestingly and purposefully. Show its relationship to the lesson or unit as you introduce it. Repeat it several times without being conscious of drill. Find a reason for memoriz-

ing it before you drill for mastery. Apply it. Review it.

B. Plan and teach your individual lessons.

1. Make an outline and plan the lesson in detail.

2. Teach to accomplish your aim for each session.

C. Evaluate your teaching after each session. Were your aims carried out? Jot down a few notes of criticism to help in next week's planning.

D. Give children opportunity to help other people, with class projects, if possible, as they learn what Jesus teaches through His activities.

IV. Make Use of Every Opportunity to Know Your Pupils Better

Study the sections in Teacher's Guide on *Understanding the Juniors*. Study *Methods for Workers with Juniors*. Remember that your aim is to guide children in their Christian growth.

To know and understand the persons with whom one works is essential for working successfully with people.

Helps for Teachers of Intermediates

Christian Growth Series, Intermediate II, Second Quarter

By ERNESTINE SANDEN

Staff, Board of Parish Education, Augustana Lutheran Church

What's in the Old Testament? Saul to Malachi

This study is a continuation of Intermediate II, First Quarter, *What's in the Old Testament? Adam to Samuel*. As in the First Quarter there are two principal aims which form the basic outline for the study.

First: To assist the Intermediate to increase his knowledge of Biblical and Jewish history from Saul to the coming of Christ, and particularly his understanding of the unfolding plan of salvation revealed in the line of promise and in prophecy.

Second: To lead the Intermediate to appreciate God's love for sinning man, to prepare his life as the dwelling place for God's Son, and to practice his faith in coping with the problems of life.

Each lesson has two aims. One of these emphasizes Bible facts revealing God's love in the unfolding plan of salvation. The other seeks to apply these facts to life.

Our Part as Teachers in Carrying Out the Aims

I. *Our own knowledge and understanding of the Bible facts from Saul to Malachi must be crystal clear.* A study of the Old Testament, beginning with I Samuel through Malachi, is the only way to acquire the knowledge needed to lead the Intermediates in this work. *Teacher begin this study now.* Use it for your daily devotion Bible study. The following plan is suggested:

1. Study these Old Testament books using Alleman's *The Old Testament, a Study*, as a guide.

2. As you complete the study of each book refer to the Study Book and Teacher's Guide and go over those lessons in which the book you have just studied is the chief Biblical basis.

3. Note how the aims for each lesson come from the Biblical basis.

Knowing Our Bible, Old Testament by Hiltner (both Pupil's and Teacher's books) and *A Bible*

History by Nordgren would be of help.

II. *Our personal appreciation of God's love for us as sinning men, our relationship to Christ our Saviour, and our practice of our faith in everyday life must be vital to us.*

It is not reasonable to think that we can help Intermediates to grow in their appreciation of God's love for them as sinning human beings if we ourselves live in unconfessed sin. Nor is it sensible to trust the development of a firmer Christian faith to one whose convictions in regard to Christ as Saviour and Lord are wavering.

To Do His Work

We are forced to our knees to pray, "I believe; help thou mine unbelief." Thus recognizing that God is the author and perfecter of our faith and that of the youth, led by His Holy Spirit, we rise up to do His work.

In His Spirit we will be able to identify ourselves with our pupils as fellow believers. The class becomes a fellowship in which together we seek to know the will of God through prayerful study of His Word.

In this fellowship we should guide the youth to see in each story

from Bible history a lesson which applies to their lives as Christians in 1952, discuss it, and lead them to make it a subject of prayer in Jesus' name. This is the way our Lord intends that we should teach His words. "Every scripture inspired of God is also profitable for teaching, for reproof, for correction, for instruction which is in righteousness: that the man of God may be complete, furnished completely unto every good work." 2 Timothy 3:16-17.

Such emphasis can be made for every lesson in the quarter. Here are suggestions for personal and modern application which could be made in UNIT A.

Suggestions

Lesson 1. Why did the Hebrew people wish a king? Was it God's will for them? What influenced them? What are some of the things which influence us to choose our own way instead of God's way in our lives? Will God force His will upon us? What is the result when we insist on our own way which is contrary to the will of God? How can we know God's will for us?

Lesson 2. What was the greatest thing that happened to David? Bring out that God in His love

caused David to see his sin, be sorry for it, wish to be free from it, and to turn to God for forgiveness and help. Psalm 51. What is the greatest thing that can happen to us? That we be led by God to see our sinfulness, repent of it, long to be delivered from it, and turn to God in Jesus' Name for forgiveness and help.

Lesson 3. Are we ever like Absalom in our relationship to our parents and others for whom we should have respect? Toward God? What is God's attitude toward us when we rebel against His will? Luke 15:11-32.

Lesson 4. See "Two Sides of the Covenant" in the Study Book and Teacher's Guide. What does it mean to stay with God?

III. *The Plan for This Quarter.* See pages 5-6, Teacher's Guide. Note materials needed for the quarter. We suggest the following for each teacher and class:

Westminster Bible Dictionary.
Old Testament Commentary,
 Alleman and Flack.

The Westminster Historical Atlas of the Bible.

Halley's Bible Handbook.

A Bible History, Nordgren.

Westminster Maps, Political History of Israel and Judah, Great Empires of Israelite Times.

A. Blackboard and Bulletin Board. A combination of these two would be a good purchase if one is not available.

Large pictures from the Old Testament Picture Charts, cut and mounted on heavy cardboard.

IV. *Activity Suggestions.*

1. *A notebook* for the assignments following the lessons and the "terms of covenant" which God made with certain individuals in the Old Testament. The latter was begun in the First Quarter and continues in the Second Quarter. See the Study Book, pages 14 and 65, Teacher's Guide, pages 15 and 63.

2. *Map Work* is suggested in several lessons. Be sure that maps are used in the class discussion. The drawing of maps can then be made part of the assignment.

3. *Memory Work and Planned Departmental Worship.* All memory work is directly connected with and summarizes the thought of each lesson. See Memory Work Chart, Study Book, page 4 and the last page of each lesson. Weave both the "Expected" and the "Additional" memory work into a worship planned by the young people for a departmental worship at the close of the session. See worship suggestions in the Teacher's Guide,

page 6, in each lesson, and in the Study Book, page 68.

Where it is not possible for the Intermediates to have their own worship, we urge each teacher to plan so each class may close with a brief worship which summarizes the thought of the lesson.

With such use of the memory work very little drill will be necessary. It would be well if the teacher plan to check the memory work for the previous lesson in the pre-session.

4. *Remember that all assignments* are made on the lesson taught and not for the new lesson.

V. *Departmental Teachers' Meetings* at least once a month make the work easier for the

teachers and more meaningful to the pupils. Here is a plan for such a meeting:

1. Study the Biblical basis for the lessons in the next unit.

2. Define the aims for the lessons in the next unit.

3. Select the material in the Study Book which is most vital to carrying out each lesson aim.

4. Plan for the best use of the church school time, *pre-session*, *class period*, and *worship*.

At the close of such a meeting each teacher will be well on the way to being well prepared to teach. That is a happy feeling.

NOTE: All materials recommended in this article are available at your publishing house.

The road of good works is blocked up by our past sins, and it is sure to be further blocked up by future sins. We ought, therefore, to rejoice that God has commended to us the open road of faith.

SPURGEON.

Children's Reformation Service

BY NELS E. BENGTSON

Pastor, Olivet Lutheran Church, Chicago

This report from Pastor Bengtson is included in THE CHURCH SCHOOL TEACHER to make possible your early plans for such a service next November. EDITOR.

FOR several years the staff of the Olivet Church School has attempted to do something for the children of the community on October 31, Halloween. The large city presents little opportunity for the children to have a wholesome day in the true spirit of fun. On each Halloween the church has sponsored a party of movies, prizes for the best costumes and games, and the children have filled the church with laughter.

Something More

There has been a growing feeling that we should do something more. October 31, is an historic day in the Protestant Church, and has special significance for Olivet in that our church was organized on Reformation Day. It was our opinion that we should include the entire Protestant community in our planning.

Our church school children are very conscious of the special days observed by the Roman Catholics

and Jewish Temples. They have often inquired if Lutherans and Protestants did not have days of special significance. For this reason we invited the two Protestant churches surrounding our local public school to join in planning a Children's Reformation Service.

Each church school had a definite part in the program. The children's choirs of the churches were joined to present two hymns "*Fairest Lord Jesus*," and "*I Would Be True*." Other children were trained in choral reading, using the famous Psalm 46. The high school age youths assisted by making four dioramas of Luther's life. 1. Luther as a Monk. 2. Nailing the 95 Theses to the door of the Wittenburg Church. 3. The Burning of the Pope's Edict. 4. The Diet of Worms. These dioramas were of a size that could be carried up and down the aisles while a teacher told the story of Luther's life.

A short message telling the meaning of the Reformation in our life today was given by one of the pastors. He based his talk on Ephesians 2:8-9, "For by grace ye are saved through faith; and that not of yourselves; it is the gift of God." He told how the Reformation started the singing of hymns that tell the story of salvation, the same story that is found in the Bible which Luther translated. That Bible is now found in every home, and should be used daily. He also mentioned that the Protestant church believes that every person

should be educated so that they can read for themselves the wonderful story of God's great grace.

When the plan was announced in the various churches the parents gave their wholehearted approval. The approval of the local school was also secured so that the children were released at 10:00 a.m. for the service at 10:30 A.M. The total attendance at the service was 256.

Plans are now being formed for the coming year. We hope to base our service around the life of another great Reformation leader.

Why should we not encourage youth of journalistic talent possessed of Christian backgrounds and ideals to become able reporters of news with a view to getting a break for truth, righteousness, justice, peace and sobriety? The field of news abounds in exciting adventures of goodness, had more reporters the Christian insight and Christian interest at heart.

BENJAMIN P. BROWNE,
Division of Christian Publications, Northern Baptist Convention.

Who Takes Care of Them?

By ALEX LIEPA

Staff Writer, N. L. C. News Bureau

A WOMAN died in the bleak hospital of a refugee camp near Insbruck, Austria. She left four small children of whom only the eldest boy even remembered he once had had a father.

She died in December last year. Her last thought was, "Who will take care of the children?" They have no country, no family.

Some one did take care of the children.

A New Home

The other day they flew across to America. Ten months after his dying mother had caressed him, for the last time little, sturdily-built Michael changed from a brand new blue "big man's" suit bought for him in New York into colorful pajamas given to him at the Lutheran Children's Friend Society's home in Winfield, Kansas. He crept into bed, murmured his prayer in a language that no one around him could understand, and fell asleep immediately. So did his sister Elisabeth, and so did Jakob and Friedrich. The children had found a new, although temporary home.

The children were born in Yugoslavia: Friedrich in 1939, Jakob in 1941, Elisabeth in 1943, and little Michael in 1945. Mischa, as they call the smallest one in their strange mixture of German and Slavic, was never seen by his own father.

Although the family had been living in Yugoslavia for a long time, they spoke German at home, they cooked as in Germany, and they were considered Germans. They were what we now call Ethnic Germans.

A German National

The father was a baker in a small town. He made a good living, and everything was fine until the Nazis occupied Yugoslavia. Then he was drafted into the German army. All people who spoke German were considered German nationals and had to help Hitler build his empire.

In October 1944 things had begun to look pretty bad for Hitler's "empire of a thousand years." All German families were ordered to leave Yugoslavia. Rather they were shipped out ahead of the

communist armies sweeping over the mountains in the south. Michael, the youngest child, was born on the tracks.

After a long distressing journey, the mother and her four children reached the Kufstein area in Tyrol, Austria. There they met the western allies and were placed in a refugee camp, not with displaced persons, but with other German refugees. For many years nobody but the church welfare agencies thought of helping these former "enemies."

Too Much

There are no records of what the mother did and what she suffered during those years between 1945 and 1950. It is, however, known that she never managed to get in contact with her husband. He might have been killed, he might have been a Russian prisoner-of-war. His wife had to get along alone with her four small children.

The load was too heavy and the mother broke down.

"Who will take care of the children?" were the last words she said, dying on December 18, 1950.

They were taken care of by the U. S. Committee for the Care of

European Children, an organization in which the National Lutheran Council co-operates with Church World Service, the National Catholic Welfare Conference, and the United Service for New Americans.

The children were brought to the Committee's reception center in New York. Although, like all displaced persons coming to the United States, they had been submitted to careful medical examination in Europe, their health was rechecked again.

A Willing Family

Since they were Lutherans, the National Lutheran Council took over the task to find a home for them. The goal, as in all cases of orphan resettlement, is to find a family willing and able to give the children a new and permanent home. Since May 1946 the National Lutheran Council has found such homes for 340 European children. Naturally it is easier to find a home willing to accept one child, than to find a family which wants and really can make a home for four of them.

"We hope it will be possible in Kansas," said Miss Mary Winston, supervisor of the Childrens' Service, Lutheran Resettlement

Service, when the youngsters left New York. They had been dressed in brand-new suits and supplied with small bags of their own to carry along. "We will do whatever we can," said Mr. Elden Wombsgans, case supervisor of the Lutheran Children's Friend Society in Winfield, Kansas. Meanwhile Fritz, Jasha, Elly and Mischa, as the children call themselves, will stay at the home in Winfield, which, as Mr. Wombsgans says, is run "like a family, not like an institution."

Agencies Are Screened

Placement of orphaned children from Europe is never made the easy way. Only agencies approved by the U. S. Children's Bureau are permitted to help in selecting potential foster parents, placing of the children and afterwards in helping them to become happy, well-adjusted citizens. The Lutherans are proud of the fact that about twenty Lutheran agencies have been able to meet the strict requirements. Of the roughly 3,000 European orphans so far brought over under the provisions for displaced persons, 340 have

been placed under the auspices of the National Lutheran Council.

No one can tell exactly how long the four Yugoslav children will have to stay at the home in Winfield. Every family applying for foster children is checked and rechecked. Only the best are good enough. Nevertheless, hope that the four children will be placed and even hope that all four will be placed in the same family, is very real. "We have even managed to place six displaced children in one family," says Miss Winston. That family is out in North Dakota. It has had six small Lithuanians for more than two years, and gets along fine. May be it is a good thing, too, that the four small "ethnic Germans" now brought to Winfield, are as small as they are. It may make placement considerably easier.

Still America?

"Do you remember home?" I asked Elly. "No," the young lady said, busily looking out of the plane which was descending on Wichita, Kansas. "Is this still America? Over there, too?"

"It is," I said. "All the way."

One of the most important occasions of 1952 for church school teachers will be the release of the new Revised Standard Version of the Holy Bible, September 30.

Religious Radio and Television

Expediter

By CLAYTON T. GRISWOLD

*Executive Director, Department of Radio and Television,
Presbyterian Church in the United States of America,
and co-opted staff member, Protestant Radio Commission.*

PART I

Radio with Eyes

WHEN Samuel Morse sent his first telegraph message more than a hundred years ago he ticked out the exclamation, "What hath God wrought!" We of the atomic age have become so familiar with rapid communication that in October 1948, when a one-thousand-page book was transmitted through the ether by "Ultrafax" in two minutes and twenty seconds we hardly mentioned the fact.

Newest in Communication

Here is an instrument that can receive and record at breathtaking speed pages of printing or writing, maps, drawings, photographs. Imagine being able to receive and record in one's home in less than three minutes a book the size of the Old Testament, plus half the New Testament. Fantastic but real. The facsimile receiver called "Ultrafax" is the newest form of radio communication. The church must claim some of this facsimile recording for God's work.

Radio with eyes is called television. Yet it is more than that. It is a new and different medium which has proved immensely popular. We began the year 1948 with seventeen television stations and came to the end of 1950 with one hundred seven on the air. We began 1948 with just a few thousand receiving sets and came to the end of 1950 with about ten million television receivers in homes and public places. Approximately one out of every five American families now has a set. By the end of 1950 Americans had paid over three billion dollars for their television receivers. At least thirty million people a day view television. Who can guess how many millions watch special events like a United Nations' debate, a presidential appearance, and championship games?

It is a sobering thought that while America has been building sets Russia has been building mili-

tary might and atomic bombs. Thus television is actually costly, too expensive to be used only as a toy. Responsibility for its worthy use should be a concern of all. The church must claim a significant share of television for God, for humanity and a world at peace.

Radio Expanding

While it is evident that television is cutting into the radio listening of some people, little slowing down of the radio industry is apparent. In fact, radio is still expanding and additional listeners are still being added, especially in non-TV homes. At the close of 1950 there were 2,230 standard and 676 FM radio stations on the air.

More than sixty-nine million new radio sets have been sold since World War, II, so that ninety-five per cent of American homes and seventeen million cars have radios. During the year 1950 time sales brought the broadcasting industry an income of almost half a billion dollars. In addition, the industry did considerable public service broadcasting, including religious programs for which the time was given free.

Church Must Use Time

The church must make better use of the time now being given

and must extend its broadcasting outreach.

How is the church going to do this? How claim more of facsimile recording, television, and radio for the cause of Christ in the world? What can a congregation or an individual Christian do about it? Here is a practical suggestion. A study of the religious radio situation in America indicates that we need better liaison between the churches and the radio and television stations. We need in each community a layman who will make this liaison work a major responsibility.

3000 Needed

We need about three thousand men to serve as Religious Radio and Television Expeditors. When this idea was presented at a meeting of the Protestant Radio Commission it was heartily endorsed. Then the National Council of Presbyterian Men at their annual meeting in Chicago approved the plan enthusiastically. Since then, Methodist, Congregational Christian, Baptist, Episcopal, Lutheran, and other laymen have expressed considerable interest.

Definition

An *Expediter* is one who helps to get something done.

A *Religious Radio Expediter* is

one who helps to put religion on the air.

At the time this is written there are more than three thousand radio and television stations operating in the United States.

Needed, an equal number of Protestant laymen who are interested in the Christian cause and who are willing to serve as religious radio expeditors.

It would be the privilege and duty of the expeditor to—

1. Notify the Department of Broadcasting and Films of the National Council of Churches, 297 Fourth Avenue, New York City, of your willingness to serve as an expeditor so that you will be on the mailing list to receive the latest program announcements.

2. Learn what the local council of churches of ministerial association is doing in religious radio and television work.

3. Become acquainted with the manager and the program director of the broadcasting station in your community and learn about the policies, the listening area, and the network affiliations of the stations.

4. Inform the broadcasting stations about the local, transcribed, and network religious programs recommended by the local council of churches, ministerial as-

sociation, and the National Council of Churches.

5. Help to organize a publicity committee, which, through notices in church calendars, stories and listings in newspapers, and spot announcements on the radio, would bring these programs to the attention of the public. Consult with your local council of churches and ministerial association. Tell the broadcasting stations about your publicity plans.

6. Help the stations to fulfill their public service responsibilities by assisting in the preparation of programs that are representative of the life and Christian concerns of the community.

7. Encourage the writing of appreciative letters to the stations when a program is particularly good.

8. Transmit to the Department of Broadcasting and Films of the National Council of Churches information about the religious radio and television needs of your community.

Local Programs

The expeditor should discover what religious radio and television programs are being, or could be, produced locally through the council of churches or ministerial association, such as: worship pro-

gram, religious round table discussion, religious news summary, youth interview or discussion program, women's program, children's story program, drama of a Christian family, Sunday church school lesson, religious music.

Transcribed Programs

There are some transcribed radio religious programs which have proved very popular in the communities where they have been used, but expeditors are needed in other communities to inform and enthuse the station managers.

The excellent religious dramas for children produced by the National Council of Churches, entitled "All Aboard for Adventure," and the dramatic series called "Radio Edition of the Bible," were carried last year by hundreds of local AM and FM stations. Encouraging is the increase in number of stations carrying the Sunday programs produced and transcribed in the Protestant Radio Center at Decatur, Georgia, 140 at the beginning of 1951. Also available from this same source are "open middle" transcriptions of great hymns sung by the Protestant Fellowship Choir, which may be used with live voice messages by ministers and other religious

leaders in broadcasts from their local stations. "World Without End," a documentary and dramatic series presenting the Christian challenge in Asia and Africa, and including a thrilling program about Albert Schweitzer, was carried by about nine hundred stations.

There was widespread use of the fine series of transcribed programs produced by the Upper Room Radio Parish of the Methodist Church, such as "All Good Things Begin at Home," "So You Want to Stay Married," "Families Need Parents," and "Happiness Is Home Made." But a large number of stations failed to carry any of these. They should be carried by stations in every community. Interested Christian laymen all across the nation could make this possible.

Network Programs

There are some outstanding religious programs on the major networks, but they could have far wider coverage if laymen would get to work as expeditors and stir up local interest in their use. The inspiring sermons of Ralph W. Sockman in the "National Radio Pulpit" are heard regularly by an estimated two million families, but the program is carried by only

ninety-seven of the one hundred eighty-one stations affiliated with the National Broadcasting Company.

Similarly, "National Vespers," with John Sutherland Bonnell, is carried on only seventy-five, and "Gems for Thought" on only one hundred of the two hundred ninety-two American Broadcasting Company stations. The "Columbia Church of the Air" is heard on ninety-eight of the one hundred ninety-four stations in the Columbia Broadcasting System network. "Faith in Our Time" is carried by only one hundred thirty-three of the five hundred forty-five stations of the Mutual Broadcasting System. Norman Vincent Peale's program, "The Art of Living," is heard on only eighty-eight of the one hundred eighty-one National Broadcasting Company stations in the United States. Expeditors should encourage additional network stations to carry these programs.

Expeditors in TV cities will wish to build viewer interest in such network programs as "Lamp Unto My Feet," which is produced by the Columbia Broadcasting System and carried by television stations Sunday from 4:30 to 5:00 P.M. (EST) in New York,

Philadelphia, Baltimore, Louisville, Cincinnati, and Detroit.

They will encourage also such single station programs as "Morning Chapel," carried by WABD in New York on weekdays from 9:15 to 9:30 A.M., "Stories from the Book" on station WPIX (New York) Sundays, 1:15 to 1:30 P.M., and "Guess or Know," a children's Bible quiz program on station WCAU-TV (Philadelphia), Sundays from 2:00 to 2:30 P.M.

Motion Pictures

Expeditors will bring to the attention of TV stations such religious motion pictures as have been prepared for or cleared especially for television.

There are other programs the expeditor would desire to publicize, such as "The Greatest Story Ever Told," which is carried on all the stations of the American Broadcasting Company.

A leaflet entitled "Religious Radio Expeditors" has been prepared as a beginning guide for laymen who will undertake this important service. A copy may be had without cost by writing to the Department of Broadcasting and Films of the National Council of Churches, 297 Fourth Avenue, New York 10.

Niklaus Hagmann, a Christian layman who is the engineer in charge of station WJZ, reported that a company in England was making complete radio sets in seventy-six seconds! The sets are constructed of pressed plastic, the electric connections are sprayed into tiny grooves that are included in the pressing, miniature tubes are inserted, and, presto, you have a radio receiver, all made in just a minute and a quarter! The government of India was purchasing one hundred thousand of these inexpensive sets to put in each village of that teeming sub-continent so that heads of state can communicate with all the people.

Do you think the miracles of communication can possibly be outside the purposes of God?

Until recent years man has regarded the atom as the smallest thing in his world and quite harmless. Now man is really worried about the atom, which has assumed the proportions of a monstrous giant. Man is nervous and afraid.

The Electron

But there is something even smaller than the atom, man has discovered. That is the electron. Man has found that electrons can be made to convey words and music, yes, and even pictures and

energy through the air. All of these channels of communication of which we have written, radio, television, facsimile recording, utilize the electron.

Why do you suppose that at the very time man was permitted by the Creator of this universe to discover the destructive power inherent in the atom he was provided also with knowledge about the power of the electron to convey ideas to millions? Do you not think it reasonable to believe that God desires mankind to put the electron to work to control the atom? "Christian electronics" set to the task of conveying by radio the good news of Christ to the frightened, discouraged, and confused people of the world may be able to keep both the atom from exploding and mankind from adding to his present burden of suffering and death.

I believe it is God's purpose that men use the electrons to convey words of eternal life, of brotherhood, and of salvation, words that will subdue both the cruelty that lurks in men's hearts and the destructive powers of the atom.

Surely radio in all its forms has vast powers for communicating with people. Radio and television should be employed skillfully by

the church to convey the Christian message and to help people come into right relations with God.

These channels of communication increasingly should be dedicated to the service of God and the benefit of all mankind. The consecrated ether waves incline our hearts to prayer, for God can surely speak to us, as we speak through the air.

A Teacher Prepares

From page 12

one Bible reference is looked up and studied carefully. The lesson material is read, plus any articles in books, magazines, or papers, which might shed any light on the subject.

Now we are ready to begin our preparation itself. First we pray for the guidance and direction of the Holy Spirit, so that the material gathered may be used to the best advantage.

The aim of the lesson is firmly fixed. The ultimate aim of the course is always in the background of the teacher's mind; the practical aim, how may this lesson produce Christian growth, what should it do for my pupils; the immediate aim, to direct the work of the lesson, the specific facts to be learned, the comprehension and in-

terpretation of these facts, the arousing of interest, securing of appreciation, and development of desirable attitudes.

Methods

The methods we are to use must be detailed and adequate. The time element is considered. In presenting the new material what illustrations should be used? If a graph, map, the flannelgraph, or a film strip is to be used it must be ready for use before the pupils arrive. A list of all the thought questions is made out. A detailed statement of illustrations which are to be used is carefully gone over.

The assignments must be adequate and comprehensive. They should whet the pupils' appetites, without satisfying them.

We now go over the whole lesson as though the class were present, mentally anticipating actions and reactions, smoothing out rough places, filling the gaps.

Having done my best, I will bow my head in prayer, asking the Lord's blessing: upon the attendance, so that the Seed might be planted; upon the individual members of the class, as to their several needs, so that the Seed may grow; and lastly upon myself, so that I may be found approved unto God for rightly handling the Word of truth.